was to be crowned by a museum, the College of France, and the Institute. Education was to be gratuitous and obligatory. The essential feature of the entire plan was the character of the primary school, which was not to teach merely the necessary rudiments of reading, writing, and ciphering, but the introductory elements of the complete encyclopedia of instruction. The whole structure was purely secular, and no account was taken of the education of females after the age of eight. It was declared that young girls should be trained by their parents, and entirely at home. Condorcet alone believed in the intellectual equality of the sexes. Lakanal secured a decree for mixed schools, under certain conditions, in which the daughters of the republic should have the same instruction as its sons "as far as their sex would permit"; but they were to be chiefly occupied with spinning, dressmaking, and the domestic arts then considered the chief ones proper to their sex. Some parts of the enormous design were put into operation, but it was found to transcend the abilities of an unsettled people. Talleyrand pared down its dimensions, but at the fall of the Directory nothing had been accomplished except the foundation of the polytechnic school.

It is well known that Bonaparte prepared himself for the r61e of lawgiver by devouring the books lent him by Cambaceres, and by studying the memorials already prepared by the Convention. Even then, however, he was in the main guided by his instinct, combined with his profound knowledge of men. The latter was his sole guide in elaborating his scheme of public instruction. Talleyrand's plan was before him, but the conclusion was his own. He was not at all concerned to make scholars or to increase knowledge. He was stubbornly determined to make citizens, as he understood the word. In a time of utter chaos he professed himself